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Alaska

Comprehensive System of Student Assessment



Alaska Department of Education
& Early Development

Benchmark 3
Practice Test

Reading ★ Writing ★ Mathematics

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Reading

Directions

Read the short article “Fast Tracks.” Then do the two sample questions.



Sample A

This passage is mostly about

- ☐ Ⓐ how the cheetah wins races
- ☐ Ⓑ how people can run at impressive speeds
- ☐ Ⓒ how some animals can run faster than people
- ☐ Ⓓ how the ostrich can run up to 40 miles per hour

Sample B

Look at the picture next to the article. Which of the runners pictured is most likely to win a short race?

Using the information from the article, explain why you chose that runner.

Fast Tracks

The fastest person can run about 26 miles per hour. However, there are even faster speeds in the animal world. Did you know that the ostrich can run up to 40 miles per hour? The cheetah, however, wins the race. It can dash up to 60 miles per hour when running on flat ground for short distances. Now that's impressive!



Directions

Read this story about two good friends and what happens to their friendship.
Then do Numbers 1 through 6.

Best Friends

By Leslie Hall



Carmen had moved into the house across the street on a burning hot summer day. It was the summer before we started kindergarten. We soon became fast friends and did everything together; we learned to ride bikes on the same day (and have matching scars on our knees to prove it), explored the backwoods and made up treasure hunts in the land behind her house, started to like guys at the same time, and always tried to get all our classes together. We would have done anything for each other. My mom didn't let me get my ears pierced until I was thirteen, and even though Carmen's mom had told her she could get hers done earlier, Carmen waited so we could get our ears pierced together.

At the jewelry store, the lady showed us trays and trays of earrings. I chose a pair of tiny silver half-moons, and Carmen got a pair of little silver stars, and then we each gave the other one of our earrings and never took them out. Everyone at school called us the Twins, and if I were alone, would say, "Where's your Twin?" instead of "Where's Carmen?"

So when things started changing, I wasn't ready. Carmen decided she was going to try out for the school paper, which I didn't want to do. She said I should join the art club, because I like to draw, and then we could still walk home from school together later. I never got around to joining. The art teacher, Mr. Langley, sometimes tells me I have talent, and other times, he gives me back a drawing with a note that says he knows I can do better. I feel the same way. Sometimes, I look at a drawing I've done and I think it's horrible, and if anyone says anything nice, I think they're just trying to be nice because they know I feel bad. At least I know that's not how it is with Mr. Langley. He wants me to enter an art contest sponsored by a gallery he knows, but I'm not sure.

My favorite picture is a pencil drawing I did last summer of Carmen at the beach: she is asleep, lying on a blanket in the sand. She looks beautiful, with her hair falling over her shoulder. I even drew in the half-moon earring. When she liked the drawing, I gave it to her, and her mom framed it and hung the picture on the wall in Carmen's room.



Then, little things started to bug me, like how she didn't seem interested in the same things we have *always* talked about for hours together. When she first started on the *Gazette*, she said something about this guy Ryan being so great, what with his dark and mysterious eyes and all, plus his incredible knack for recognizing talent—he had said she was a great writer. So I called her up. “How’s Ryan?”

“What? Oh, fine,” she said, sounding distracted. “Look, Jen, I’m in the middle of something, can I call you back?”

She became a reporter for the paper, and all of a sudden, *if* she had time for me, all she could talk about was *The Garfield Gazette* and her next assignment and the editors, Kim and Ryan. Sure, I’ll admit it: I was jealous, in a big, ugly way.

Yesterday, we were having lunch together in the quad, and I was telling her about how Todd Greenway traded lockers so now he has the locker two lockers down from me, and how I bumped into him accidentally and he smiled and said, “No problem” when I kept saying I was sorry and how clumsy I was.

Carmen didn’t hear a word. She took another bite of her sandwich, then looked at it critically. “Kim wants me to do a story on the cafeteria over-charging. Look at this sandwich—it only has one tiny miserable little piece of cheese, and look how much it costs!”

I was mad, but before I could say anything, the bell rang and we went to class. Then after school Carmen went off to the *Gazette* office and I went home. Usually I would have called her that night, but I thought by not calling I would give her a chance to think about what happened, and she would realize that I had feelings, too. And she had stomped on all of them.

She didn’t call.

Today, I stopped at her house on the way to school, like I always do. When she opened the door, she had a piece of toast in one hand and

her hair was still wet. Teeny, her little sister, was standing behind her, wearing only a pair of underwear and her shoes and socks. “Can you help me?” Carmen said. “I still need to do my hair.”

“Okay,” I said, but in a kind of grumpy voice, so she would know I was still mad.

“Last night, after we finished at the paper, we went for pizza”—she yelled from the bathroom—“and I didn’t get home until late, and then I had to do my homework, and then my mom told me this morning she had to leave early, and would I get Teeny ready and drop her off.”

Carmen said something else, but I couldn’t hear her over the sound of the blow-dryer. So that’s why she hadn’t called. I finished buttoning up Teeny’s dress.

Carmen came running out of the bathroom and grabbed her backpack. I held Teeny’s hand and we left, dropping Teeny off at kindergarten on the way.

“Lucky for us the stupid elementary school is next to the high school,” I said in a meaner voice than I had intended.

Carmen looked at me in surprise, “What are you mad about?”

I didn’t say anything.

“Well, if it’s such a big deal to wait for me, don’t do it next time, then.” Carmen walked away, even though we had our first class together. She turned back for a second and said something that sounded like “And I thought you’d be happy!”

Happy about what? Happy to lose my best friend to Kim and Ryan? Happy that she didn’t even care that Todd Greenway, who had never really talked to me before, had actually noticed my existence?

Soon it was lunch, and I thought maybe we would still eat lunch together, but after waiting by the locker for a long time, I decided to go to the art room and work on a charcoal drawing.

READING

Mr. Langley came in after me and looked over my shoulder at the drawing. "Coming along," he said, and sat at his desk to eat his lunch. "Where's the Twin?"

"I don't know," I said, "Probably at the *Gazette*. That's all she cares about now, anyway."

"Well, it's important to have something to care about," he said. "Especially if you're talented, which she is. Did you see her article in today's paper?"

As I walked to my locker, I thought about what he'd said. I knew how important being on the paper was to Carmen, and I hadn't even read her first article! *Maybe* she was neglecting our friendship, but I got an ugly squishy muddy kind of feeling—the kind of feeling that doesn't do anything, but just lies in a horrible mess in the pit of your stomach—that told me that I was acting like a spoiled brat.

Todd was at his locker and said "hi" to me. I was so surprised, I felt my brain freeze up, and finally squeaked back, "Hi." I blushed and immediately looked at the lock as I fumbled with the combination. I was sure he was thinking about what an idiot I was. First I bashed into him in the hallway, then I couldn't even say hello. I got the lock open, pulled out my books and shut the locker. I was shocked to see him still there when I looked up.

"I didn't know you were an artist," he said. "I like to draw, too."

At first, it was as if he was speaking in a foreign language. "What?"

"I didn't know you were an artist. I saw your drawing in the *Gazette*." He took the paper out of a folder and gave it to me. "On the last page. It looks great."

I opened the *Gazette* to the last page and stared. There was my drawing of Carmen, the one from the beach. It took up the whole page. There was a banner across the top that said "Art Forum" and the title and my name were in big letters across the bottom: "Sleeping Girl" by local artist Jennifer Collins.

"Maybe we can get together to draw sometime," Todd said.

I had to find Carmen. That was what she had been saying this morning. That was why she had thought I would be happy. She must think I'm the biggest jerk in the world.

I remembered how the last night of the summer, before school started, we had been lying on the balcony. The sky had looked like a huge piece of black velvet, with the stars sprinkled in the darkness like diamonds. I had said I wished that I could paint how beautiful the sky was, and how lying there and looking at the sky made me feel happy, but a little sad, too, because it would never be the same. "You can," Carmen had said. "You're so talented, you can paint anything." I never once thought about her, about the stories she would tell me, about her wanting to write for the paper. She had never stopped being my friend; I had stopped being a friend to her.

"I'd really like to," I told him. "I have to go now, but—"

"I'll call you."

I was so happy. I didn't deserve to be so happy. My heart felt like it was going to pound out of my chest, and I turned and almost ran off down the hall. I glanced back and Todd was standing by his locker, looking after me.

"Maybe on Saturday?" he yelled, and I waved and went to find my best friend.



1 This short story is mostly about

- ☐ Ⓐ a girl who becomes a well known artist
- ☐ Ⓑ two friends who help each other in school
- ☐ Ⓒ two friends who like to do the same things
- ☐ Ⓓ a girl who realizes she has not been a good friend

2 When Jennifer says, “so when things started changing, I wasn’t ready,” she means

- ☐ Ⓐ the girls had different interests now
- ☐ Ⓑ the girls no longer had the same earrings
- ☐ Ⓒ Jennifer was no longer interested in writing
- ☐ Ⓓ Jennifer was no longer interested in being an artist

3 Another title for this story might be

- ☐ Ⓐ Jennifer at School
- ☐ Ⓑ Carmen at the Beach
- ☐ Ⓒ How to Be a Friend
- ☐ Ⓓ How to Make a Friend

4 Reread the following sentence from the story:

The sky had looked like a huge piece of black velvet, with the stars sprinkled in the darkness like diamonds.

What is the sky being compared to?

- ☐ Ⓐ the Milky Way
- ☐ Ⓑ the drawing of Carmen
- ☐ Ⓒ a display in a jewelry store
- ☐ Ⓓ a large piece of chocolate cake

5 Which of the following sentences is an opinion?

- ☐ Ⓐ At the jewelry store, the lady showed us trays and trays of earrings.
- ☐ Ⓑ Today, I stopped at her house on the way to school, like I always do.
- ☐ Ⓒ When she liked the drawing, I gave it to her, and her mom framed it and hung the picture on the wall in Carmen’s room.
- ☐ Ⓓ Sometimes, I look at a drawing I’ve done and I think it’s horrible, and if anyone says anything nice, I think they’re just trying to be nice because they know I feel bad.

READING

6

At the end of the story, Jennifer says she had stopped being a friend. Write a paragraph explaining how Jennifer had stopped being a friend and why. Use details from the passage to support your answer.



Directions

Weather is an important part of daily life. People have always talked about the weather and have come up with many sayings to help them deal with the unpredictability of weather. Read about some of these sayings. Then do Numbers 7 through 11.

Weather or Not

“When cows lie down, expect to drown.”

For centuries, people have been trying to predict the weather and inventing aphorisms¹ that purport to explain their findings. Some of these little sayings actually contain a kernel of truth. If you are driving in the country, for example, and notice that the cows are lying down, or perhaps gathered cozily together in the corner of the field, get out your bumbershoot²: there’s probably a storm brewing.

This is a maddening thought. If we humans, with our roving satellites and pulsing electronic machines cannot predict consistently when it’s going to rain, how can a cow do it?

Furthermore, what warns bees to return to their hives before the deluge? Why should we be wary of wet skies when we notice that spiders have stopped spinning their webs, and ants are crawling in straight lines? How can high flying birds warn us of thunderstorms? And what about that pesky groundhog?

We know what the cow is up to when she lies down. Cows don’t like lying on wet grass, so they will protect a little patch of dry stuff when they sense rain coming. But what sense do they use? Why don’t *we* have one like it? Evidently, cows know how to differentiate a change in humidity, which indicates to them that the sky is about to fall. Bees share this sensitivity, and buzz back home before the downpour. Spiders, using a little common sense, realize the futility of building complicated webs just before an event that will rip them apart. Why waste all that energy?

¹**aphorism**: a rule given in the form of a short saying

²**bumbershoot**: an umbrella



Ants are a bit more complicated. They lay trails of pheromones³ from food sources back to the nest. When humidity causes the air to dampen, the pheromone trail is reinforced and stays in place longer, but with dry air the trail fades and the ants must scurry around, searching for it.

If you notice certain birds flying high on a warm day, you might want to move the laundry inside. They are searching for insects up there, bugs that got elevated by rising currents of warm air that go along with the kind of weather that often comes before a thunderstorm.

Many of man's early attempts to predict the weather produced sayings that we still consider definitive. A ring around the moon means rain; "Clear moon, frost soon"; a moon lying on its back surely indicates a nasty day ahead. It is true that a halo around the moon can signal the presence of certain clouds that precede an advancing storm. But a clear night without a moon is often followed by a nippy morning, and the phases of the moon have nothing to do with the weather report.

Predicting the seasons is another game that is fraught with superstition and folklore. Farmers especially have good reason to want to know what kind of a mess they will be slogging through at planting or harvesting time, so they sometimes can be found observing birds, badgers, or groundhogs, hoping for a hint.

Our friend the groundhog comes out on February 2 and looks around. As the tale goes, if it sees its shadow it becomes frightened and goes back in—a sign that there will be six more weeks of winter. How reliable is this furry little prognosticator⁴? It turns out that "Groundhog Day" is also the European "Candlemas Day," when spring planting is traditionally supposed to begin. A clear day indicates a high pressure system that can be followed by another high, both accompanied by frigid weather. So our sensitive little marmot⁵ may be giving us some real help, here.

A sure sign of a cold winter is "When birds and badgers are fat in October." A tough time is ahead if there is frost on the "shortest day," which falls just before Christmas. The list goes on: "When March has April weather, April will have March weather, too"; "Moist April, clear June"; "Wet May, dry July"; etc.

Unfortunately, predictions based on certain days or months are mostly fraudulent; the statistics just don't support them.

When all is said and done, perhaps the best summary is that of poet Celia Laighton Thaxter (1835–1894) who said:

*Sad soul, take comfort, nor forget
That sunrise never failed us yet.*

³**pheromone:** a chemical produced by an animal which influences the behavior of others of the same species

⁴**prognosticator:** one who predicts

⁵**marmot:** a woodchuck



READING

7 What do bees and cows have in common?

- ☐ Ⓐ They don't like wet grass.
- ☐ Ⓑ They go home before it rains.
- ☐ Ⓒ They can detect changes in humidity.
- ☐ Ⓓ They watch birds to tell when a storm is coming.

8 This passage is mostly about

- ☐ Ⓐ how animals predict the weather
- ☐ Ⓑ the history of weather prediction
- ☐ Ⓒ how to invent aphorisms to predict the weather
- ☐ Ⓓ the value of aphorisms in predicting the weather

9 According to the passage, the phases of the moon are

- ☐ Ⓐ not involved in weather prediction
- ☐ Ⓑ important as a guide to planting crops
- ☐ Ⓒ somewhat reliable in weather prediction
- ☐ Ⓓ linked to the behavior of high flying birds

10 This passage is an example of

- ☐ Ⓐ a drama
- ☐ Ⓑ fiction
- ☐ Ⓒ nonfiction
- ☐ Ⓓ a short story

11 According to the passage, when ants lose track of their pheromone trails it tells us that

- ☐ Ⓐ it is a dry day
- ☐ Ⓑ rain is on its way
- ☐ Ⓒ humidity is high
- ☐ Ⓓ it is a windy day

Directions

Icebergs have always been a problem for sailors. Read this article about icebergs to find out what is being done to help. Then do Numbers 12 through 18.

ICEBERG RIGHT AHEAD!

These Trackers Work To Prevent *Titanic: The Sequel*

By Gail Skroback Hennessey

"Icebergs below!" These words electrify the crew flying 8,000 feet above the frigid North Atlantic Ocean. Taking the aircraft down close to the bergs, commander Steven Sielbeck gazes out at huge mountains of ice. It's an awesome sight that few people ever see.

Commander Sielbeck is an "ice pick." That's what people call ice watchers for the International Ice Patrol (IIP). The IIP tracks icebergs that drift into North Atlantic shipping lanes each spring and summer. The group warns ships so they can steer clear of these huge blocks of ice that move through the ocean.

What can a berg do to a ship? "Titanic" damage! In 1912, *Titanic* was the biggest ship in the world. People thought nothing could sink it. But on its first voyage, something did. *Titanic* ran into a huge iceberg and quickly sank. Of the 2,224 people on board, more than 1,500 died.

The sinking of *Titanic* frightened people who sailed between Europe and North America. Shippers realized a patrol was needed to locate icebergs and warn ships to steer clear of them. A year after *Titanic* sank, the IIP was started.

Today, 17 countries support the IIP. They've gotten their money's worth over the years. According to Sielbeck, "Since we have been doing the job, nobody who followed our safety information has lost his life."

ICEBERG ALLEY

The icebergs that endanger North Atlantic shipping lanes form when chunks of glaciers break off from Greenland. Currents move the icebergs about 2,500 miles toward the Grand Banks, off Newfoundland, Canada. That's where the busiest shipping lane in the world is located. The IIP calls the area where the icebergs travel "Iceberg Alley." "It's like a constant conveyor belt of icebergs," Sielbeck told CONTACT KIDS. Many bergs melt before reaching this area. But in 1998, about 1,300 icebergs were spotted by the IIP.

Part of the U.S. Coast Guard, the IIP has 16 staff people. But this small group does a big job. To make sure they find every berg, the IIP patrols an area nearly one-half million square miles. That's about twice the size of Texas.

The IIP crews use radar to spot icebergs. But they also use their eyes. That's because smaller bergs, called "growlers" or "berg bits," aren't as easy to detect by radar.



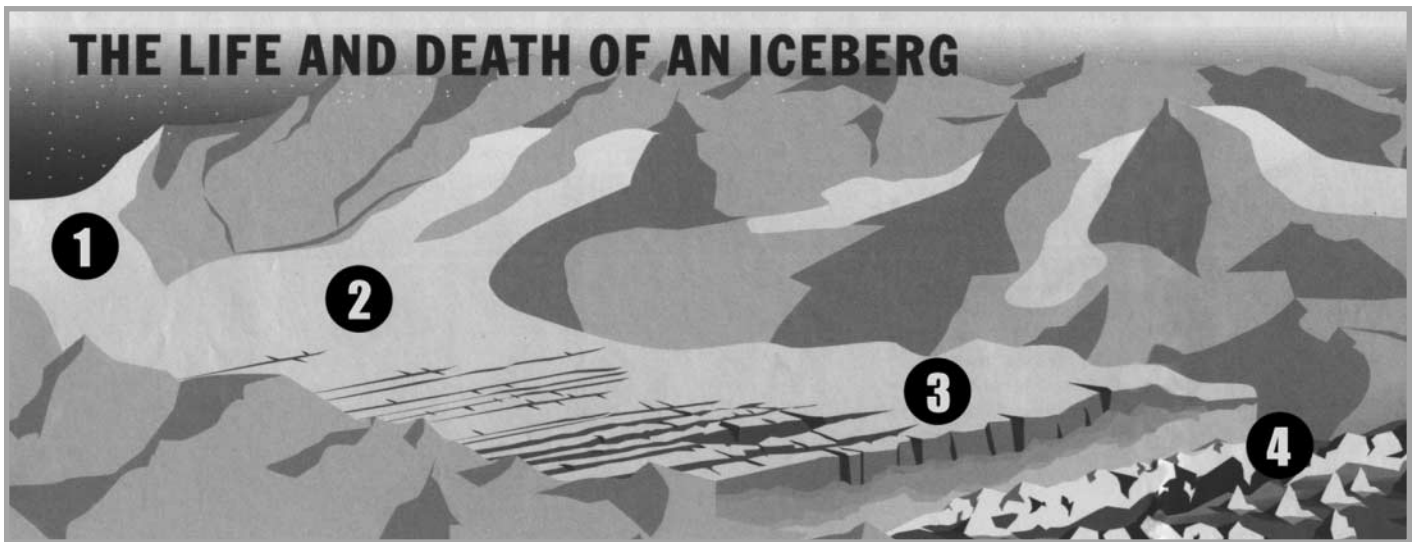
Ice picks like Sielbeck track icebergs and record their position, size, and shape. They also drop special buoys into the water. These devices record ocean temperature and sea current flow.

All this information is fed into computers located at IIP headquarters in Groton, CT. The computers predict how much the bergs will melt and in what direction they'll drift. Every day, this information is sent by radio and the Internet to shippers. For the 2,000 ships that sail the North Atlantic every year, the IIP is a real lifesaver.

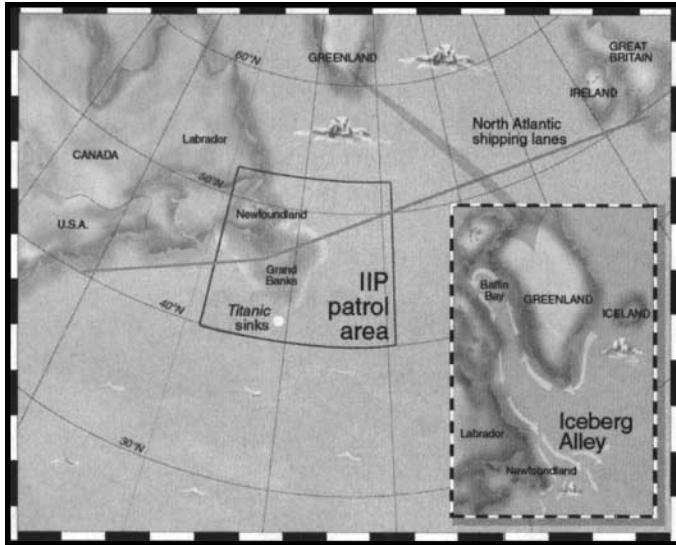
BERGS ARE COOL!

Saving lives can be risky business. "The Grand Banks of Newfoundland has some of the worst weather in the world," explains Sielbeck. More than half the time it's foggy. Storms can bring lightning and high winds. Sometimes ice forms on the airplane's wings. Flying in these conditions is ultra-dangerous.

But for Sielbeck, seeing icebergs up close and personal makes it all worthwhile. "Imagine seeing a chunk of ice the size of the Texas Astrodome drifting in the ocean!" he says. "You never get tired of looking at them."






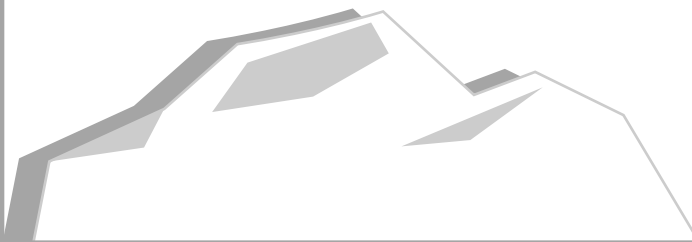
- 1** An iceberg we see today began its life as a flake of snow falling on land. Over years—sometimes centuries—the snow crushes snowflakes beneath it, packing down the snow.
- 2** Year after year, the layers of snow melt and refreeze until they form layers of ice thousands of feet thick. The pressure of newer snow causes older layers of ice to move over land. The moving ice is called a glacier.
- 3** The glacier slowly moves forward until it reaches the sea. Then ocean tides cause chunks of glacier to break off, or calve. When the chunk falls into the ocean, an iceberg is born.
- 4** Ocean currents carry the berg south. Greenland produces thousands of bergs a year. But only about one percent reach the Atlantic. Most melt after six months. So icebergs usually end up as ice cubes!












The area between Greenland and Labrador, Canada, is known as "Iceberg Alley." Most icebergs flow into North Atlantic shipping lanes through here.

Bergy Bits

-  Very small icebergs are called growlers. They can be as small as a piano. "Growlers got their name," says Sielbeck, "because they make a peculiar growling noise as the waves lift them up and down in the water. In the old days, sailing ships would listen for that growling sound in the fog. If they heard it, they knew an iceberg was ahead."
-  The biggest icebergs can be larger than a city block. Experts guess that the iceberg that sank *Titanic* was a whopper. It was about 100 feet high and 300 feet long. The biggest iceberg ever recorded was sighted near Antarctica. The berg was the size of Rhode Island!
-  Over the years, people have tried to blow up icebergs with dynamite, torpedoes, naval cannons and machine guns. None of these ideas worked. The only thing that can stop an iceberg is warm water!



More Bits

-  The IIP flies missions from January to August.
-  Each IIP patrol plane flies seven-hour missions for five straight days. Two weeks later, they do it again.
-  The IIP once tracked an iceberg as far south as the island of Bermuda.
-  About $\frac{7}{8}$ of an iceberg is underwater.
-  Most icebergs are white, but some are blue, green, or gold. The colors are caused by a berg's thickness, the shape of its ice crystals and by rocks or soil in the ice.
-  The tallest berg ever sighted by the IIP stretched 550 feet above the sea—about the height of the Washington Monument. The section of the iceberg below the surface was nearly twice the height of the Empire State Building.
-  Glaciers in Greenland calve up to 30,000 icebergs yearly.
-  Glaciers contain 75 percent of the world's fresh water.
-  During iceberg season, icebergs can drift as far south as Maryland.



12 When the author says that an iceberg can do “Titanic” damage, she probably means the damage is

- ☐ Ⓐ gigantic
- ☐ Ⓑ different
- ☐ Ⓒ noticeable
- ☐ Ⓓ understandable

13 It is important for “ice picks” to record the flow of ocean currents because

- ☐ Ⓐ the flow of currents helps form icebergs
- ☐ Ⓑ currents are responsible for moving icebergs
- ☐ Ⓒ currents interfere with the formation of icebergs
- ☐ Ⓓ the currents prevent the IIP from finding icebergs

14 The best definition of an iceberg is a

- ☐ Ⓐ glacier that is quite large
- ☐ Ⓑ part of a glacier that is melting
- ☐ Ⓒ glacier that moves toward the sea
- ☐ Ⓓ piece of glacier that falls into the water

15 When the author says that most icebergs usually end up as ice cubes she means that

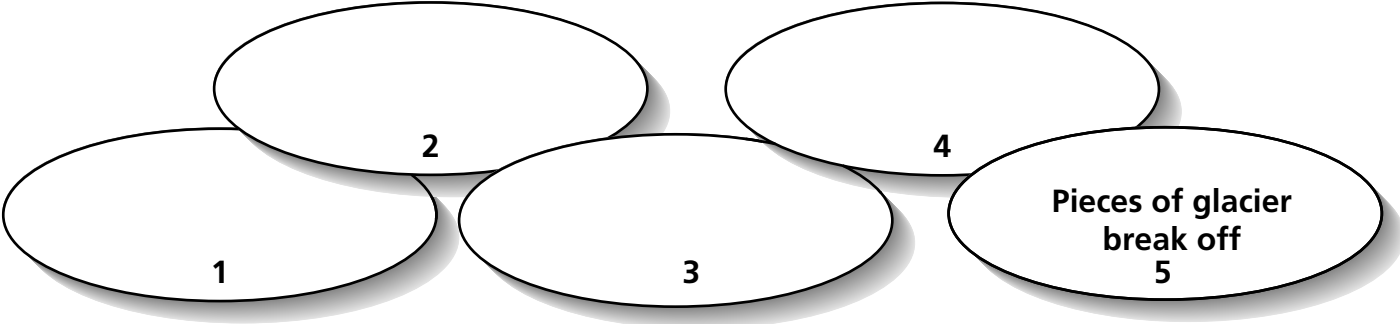
- ☐ Ⓐ icebergs are mostly composed of fresh water
- ☐ Ⓑ like an ice cube, $\frac{7}{8}$ of an iceberg is underwater
- ☐ Ⓒ most icebergs melt before they reach the Atlantic
- ☐ Ⓓ icebergs look like ice cubes from the search planes

16 Why is the IIP necessary?

- ☐ Ⓐ to provide aircraft and weather information
- ☐ Ⓑ to get international recognition for the “ice picks”
- ☐ Ⓒ to locate icebergs and warn ships to stay clear of them
- ☐ Ⓓ to keep records of how many icebergs are formed in a year

READING

17 What are the steps in the formation of an iceberg? Fill in the ovals using the phrases in the box below. The last one has been done for you.



Layers of ice move over land
Glaciers move to the sea
Snow melts and freezes
Snowflakes fall

18 Think about the articles “Iceberg Right Ahead!” and “Weather or Not.” Complete the chart by identifying two differences and two similarities between the articles.

“ICEBERG RIGHT AHEAD!” AND “WEATHER OR NOT”

Similarities	Differences



Writing

Directions

A student wrote a paragraph about a school game. There are some mistakes that need correcting.

¹ After school, we checked out the big game. ² Playing the team from across town. ³ The game lasted for over three hours, but it was exciting the whole time. ⁴ We won in the final minute!

Sample A

Choose the best way to write Sentence 2.

- Ⓐ Our team playing the team from across town.
- Ⓑ Having to play the team from across town.
- Ⓒ Our team was playing the team from across town.
- Ⓓ Best as it is: Playing the team from across town.

Sample B

Where would this sentence best fit in the paragraph?

Now we're the best team in the city.

- Ⓐ after Sentence 1
- Ⓑ after Sentence 2
- Ⓒ after Sentence 3
- Ⓓ after Sentence 4

Sample C

There are four mistakes in this paragraph. Let's correct them together.

In the summer, the days are more longer, so there is time to do things I enjoy. I can ride my bike. And go swimming. I can also plays in the park with my friends.



Directions

Karina wrote a report about the monarch butterfly for her science class. There are some mistakes that need correcting.

¹ The monarch butterfly is the bestest known of all the butterflies that migrate. ² Also known as the milkweed butterfly. ³ The milkweed plant is their favorite food. ⁴ The monarch butterfly smells with its legs. ⁵ In fall, these butterflies join together in 20-mile-wide swarms as they travel from Canada and the northern United States toward the south. ⁶ Each year they follow the same route to the warmer climates of California and Mexico. ⁷ In these southern areas, they gather in trees in large numbers to spend the winter in a state of semi-hibernation. ⁸ In the spring, they migrate back to the northern areas some populations of monarchs travel as far as 4,000 miles round trip.

1 Choose the best way to write Sentence 1.

- ☐ Ⓐ The monarch butterfly is the best knowing of all the butterflies that migrate.
- ☐ Ⓑ The monarch butterfly is the better known of all the butterflies that migrate.
- ☐ Ⓒ The monarch butterfly is the best known of all the butterflies that migrate.
- ☐ Ⓓ Best as it is: The monarch butterfly is the bestest known of all the butterflies that migrate.

2 Which of these sentences best combines Sentences 2 and 3?

- ☐ Ⓐ Also known as the milkweed butterfly, so the milkweed plant is their favorite food.
- ☐ Ⓑ They are also known as the milkweed butterfly because the milkweed plant is their favorite food.
- ☐ Ⓒ Also known as the milkweed butterfly, yet the milkweed plant is their favorite food.
- ☐ Ⓓ They are also known as the milkweed butterfly and the milkweed plant is their favorite food.

WRITING

3 Choose the best way to write Sentence 6.

- ☐ A Each year they followed the same route to the warmer climates of California and Mexico.
- ☐ B Follow the same route to the warmer climates of California and Mexico each year.
- ☐ C Following the same route to the warmer climates of California and Mexico each year.
- ☐ D Best as it is: Each year they follow the same route to the warmer climates of California and Mexico.

4 Choose the sentence that contains two complete thoughts and should be written as two sentences.

- ☐ A Sentence 1
- ☐ B Sentence 4
- ☐ C Sentence 5
- ☐ D Sentence 8

5 Which sentence does not belong in this paragraph?

- ☐ A Sentence 4
- ☐ B Sentence 5
- ☐ C Sentence 6
- ☐ D Sentence 7

6 A student wrote a paragraph about an interview she did for her social studies class. There are six mistakes in spelling, grammar, and punctuation. Draw a line through each mistake and write the correction just above it.

The woman I interviewed for my report remind me of my grandmother in alaska. Their was similarities in age and other physical characteristics. She even talked like my grandmother. She is also very kind and offered me chocolate chip cookies, milk and ice cream. Like my grandmother, she also seemed to enjoy eating.



- 7** Write a letter to your new pen pal in another country. Introduce yourself and explain what your life is like in Alaska. Your pen pal can be in any country you choose. You do not have to use all the lines.



For this answer, make sure you use complete sentences and check your work for correct spelling, capitalization, and punctuation.

Use the Writing Skills Checklist below.



Use it

- to plan your writing
- to check your writing when you are done

Writing Skills Checklist

- 1** Have you written a letter that has a single topic, is supported with details, has well-developed paragraphs, and has a conclusion?
- 2** Have you written a letter that will make sense to the people who read it?
- 3** Have you chosen your words carefully?
- 4** Have you written complete sentences?
- 5** Have you used correct grammar?
- 6** Have you used correct capitalization and punctuation?
- 7** Have you spelled all the words correctly?
- 8** Have you written your letter clearly so that anyone can read your writing?

Date: _____

Dear _____ ,

WRITING

[illegible]

WRITING

[illegible]

WRITING

[illegible]

Directions

Todd wrote a report about seashells for his science class. Read the first part of his report. There are some mistakes that need correcting.

1 The outstanding feature of a seashell was its hardness.
 2 Curiously, these hard shells had been the products of
 soft-bodied, fleshy animals called mollusks. 3 Wherever the mollusk
 lives, it must keep its body moist to stay alive. 4 The shells act
 like armor to protect them. 5 Mollusks have no bones. 6 Their
 shells support them the way the skeleton maintains the human
 body. 7 There are about 100,000 species of mollusks. 8 Some
 of the shells have beautiful shapes and colors. 9 Others are
 quite plain.

8 Which of these shows the best way to write Sentence 1?

- ☐ A The outstanding feature of a seashell is its hardness.
- ☐ B The outstanding feature of a seashell are its hardness.
- ☐ C The outstanding feature of a seashell were its hardness.
- ☐ D Best as it is: The outstanding feature of a seashell was its hardness.

9 Choose the best way to write Sentence 2.

- ☐ A Curiously, these hard shells were the products of soft-bodied, fleshy animals called mollusks.
- ☐ B Curiously, these hard shells is the products of soft-bodied, fleshy animals called mollusks.
- ☐ C Curiously, these hard shells are the products of soft-bodied, fleshy animals called mollusks.
- ☐ D Best as it is: Curiously, these hard shells had been the products of soft-bodied, fleshy animals called mollusks.

10 Choose the best way to combine Sentences 5 and 6.

- ☐ A Mollusks have no bones because their shells support them the same way the skeleton maintains the human body.
- ☐ B Mollusks have no bones, so their shells support them the same way the skeleton maintains the human body.
- ☐ C Shells support them the same way the skeleton maintains the human body, mollusks have no bones.
- ☐ D Supporting the mollusks that have no bones the same way the skeleton maintains the human body are shells.

11 Where would this sentence best fit in the report?

Each kind has a shell with its own unique design and shape.

- ☐ A after Sentence 1
- ☐ B after Sentence 3
- ☐ C after Sentence 5
- ☐ D after Sentence 7

12 Which of these shows the best way to write Sentence 4?

- ☐ A The shells acting like armor to protect them.
- ☐ B The shells will act like armor to protect them.
- ☐ C The shells have acted like armor to protect them.
- ☐ D Best as it is: The shells act like armor to protect them.

13 Choose the best way to combine Sentences 8 and 9.

- ☐ A Some of the shells have beautiful shapes and colors, while others are quite plain.
- ☐ B Some of the shells have beautiful shapes and colors, so others are quite plain.
- ☐ C Because some of the shells have beautiful shapes and colors, others are quite plain.
- ☐ D Because some shells are quite plain, others have beautiful shapes and colors.

14 Which sentence does not belong in this paragraph?

- ☐ A Sentence 1
- ☐ B Sentence 3
- ☐ C Sentence 4
- ☐ D Sentence 7



WRITING

15

☒

For this answer, make sure you use complete sentences and check your work for correct spelling, capitalization, and punctuation.

[illegible]

16 Select the answer choice that best supports this topic sentence.

Robert Frost has been called the most popular American poet of his time, receiving four Pulitzer Prizes in his lifetime.

- Ⓐ The Pulitzer Prize is awarded specifically for literary achievement, whereas the Nobel Prize is awarded for humanitarian achievements in various areas.
- Ⓑ Although born in California, he grew up in New England and his poetry reflects the landscape of that region.
- Ⓒ America has its share of contemporary popular poets, and many rap artists could be considered popular poets of this age.
- Ⓓ Poetry may at first seem difficult to understand, but reading a lot of it can go a long way toward mastery.

17 Choose the sentence that best fills the blank in this paragraph.

The Diary of Anne Frank was published in 1947. _____.
The Franks hid in a secret annex behind the office of her father's business in Amsterdam. They stayed there for two years. Although they suffered enormous hardship, Anne always kept a positive outlook.

- Ⓐ The war was close to ending when the Franks were finally discovered.
- Ⓑ Anne was born in Frankfurt, Germany in 1929, and she and her family moved to the Netherlands in 1933.
- Ⓒ It tells the story of a young German Jewish girl and her family during the Nazi occupation in World War II.
- Ⓓ The family could only move around after dark when the office workers went home and there was less danger of being discovered.



18 Choose the sentence that is complete and is written correctly.

- Ⓐ Expressing your feelings, speaking your truth, and painting a picture with words are three important elements in writing a successful poem.
- Ⓑ Expressing your feelings speaking your truth and painting a picture with words are three important elements in writing a successful poem.
- Ⓒ Three important elements, expressing your feelings, speaking your truth, and painting a picture with words, a successful poem is written.
- Ⓓ Three important elements in a successful poem, expressing your feelings, speaking your truth, and painting a picture with words.



Mathematics

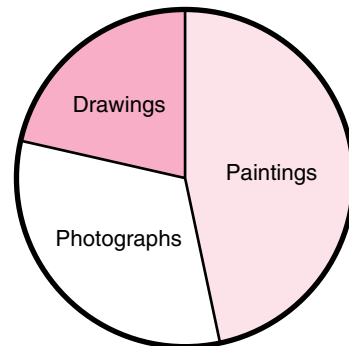
Sample A

The circle graph shows the proportions of different types of art in the city museum. About how many paintings are there in the museum?

- Ⓐ 15
- Ⓑ 30
- Ⓒ 45
- Ⓓ 60

Works of Art in Museum

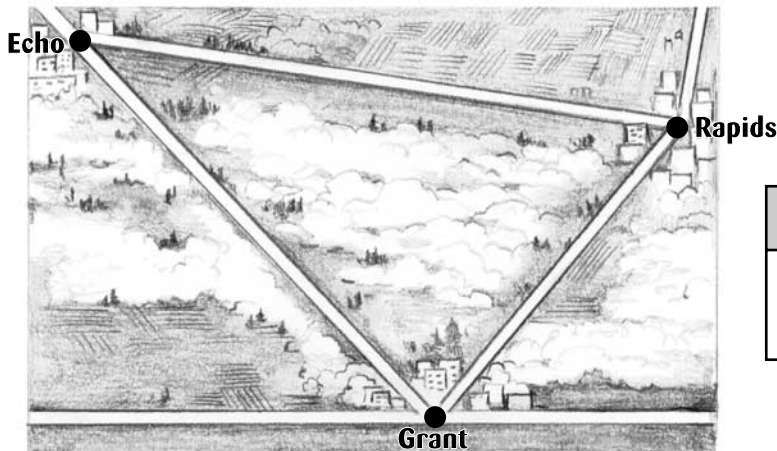
Total = 100 works of art



Sample B



Use your ruler to help you solve this problem.



NOTE: The dimensions of the art your printer produces may be slightly different from the original art.

KEY

Scale:
1 centimeter = 1 kilometer

Janice rode her bicycle from Echo to Rapids, and then from Rapids to Grant. About how far did she ride in all?

- Ⓐ 13 kilometers
- Ⓑ 7 kilometers
- Ⓒ 20 kilometers
- Ⓓ 8 kilometers

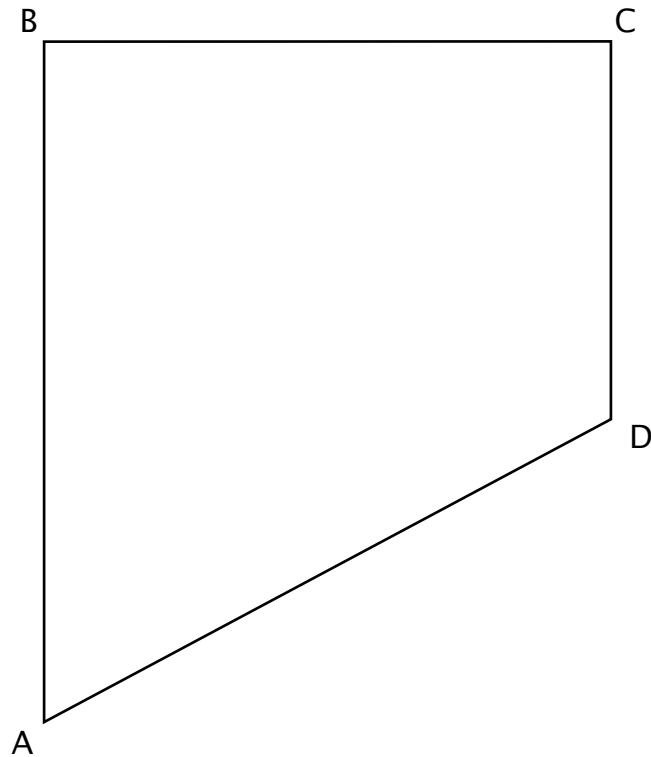


Sample C



Use your ruler and protractor to help you solve this problem.

NOTE: The dimensions of the art your printer produces may be slightly different from the original art.



Robert measured the sides and angles of the quadrilateral. Here are his results:

$AB = 9.0 \text{ cm}$	$m \angle A = 62^\circ$
$BC = 7.5 \text{ cm}$	$m \angle B = 90^\circ$
$CD = 6.5 \text{ cm}$	$m \angle C = 90^\circ$
$AD = 8.5 \text{ cm}$	$m \angle D = 138^\circ$

Robert made two incorrect measurements. On the lines below, write Robert a note giving him the correct measurements.





You may refer to the Mathematics Reference Sheet located at the end of this test.

- 1** David's teacher asked him to solve the problem shown below.

$$(-125 + 175) + (-125 + 165) + 110$$

David's answer of 190 is incorrect. What is the correct answer?

- ☐ Ⓐ 150
- ☐ Ⓑ 160
- ☐ Ⓒ 200
- ☐ Ⓓ 210

- 2** A hardware store sells boxes of nails. The nails are $\frac{5}{8}$, $\frac{9}{16}$, $\frac{3}{4}$, and $\frac{1}{2}$ inch in length. If the boxes of nails are to be arranged by nail size from least to greatest, which of the following is the correct order?

- ☐ Ⓐ $\frac{1}{2}, \frac{3}{4}, \frac{5}{8}, \frac{9}{16}$
- ☐ Ⓑ $\frac{1}{2}, \frac{9}{16}, \frac{5}{8}, \frac{3}{4}$
- ☐ Ⓒ $\frac{3}{4}, \frac{5}{8}, \frac{9}{16}, \frac{1}{2}$
- ☐ Ⓓ $\frac{3}{4}, \frac{9}{16}, \frac{5}{8}, \frac{1}{2}$

- 3** Which of the following is equivalent to $7(5n + 1)$?

- ☐ Ⓐ $36n$
- ☐ Ⓑ $42n$
- ☐ Ⓒ $35n + 1$
- ☐ Ⓓ $35n + 7$

- 4** The formula for the perimeter (P) of a rectangle is $P = 2l + 2w$, where l represents the length and w represents the width. What is the perimeter of a rectangle that has a length of 7 centimeters and a width of 4 centimeters?

- ☐ Ⓐ 11 centimeters
- ☐ Ⓑ 18 centimeters
- ☐ Ⓒ 22 centimeters
- ☐ Ⓓ 28 centimeters



- 5** Tickets for a talent show were on sale for six days. The chart below shows the number of tickets sold each day for the first five days.

TALENT SHOW TICKET SALES

Day	1	2	3	4	5
Number of tickets sold each day	6	11	16	21	26

If the pattern of the ticket sales continued, how many tickets were sold on the sixth day?

Answer: _____ tickets

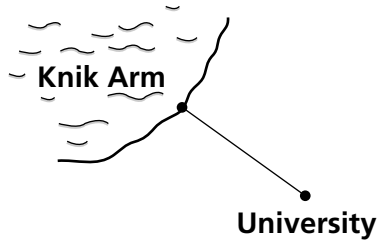
On the line below, write a rule that can be used to determine how many tickets were sold on *any* day.

6



Use your ruler to help you solve this problem.

For a social studies project, Ryan made a scale drawing of Anchorage. He used a scale of 1 centimeter = 2 kilometers. The segment below represents the distance between Knik Arm and the University on his scale drawing.



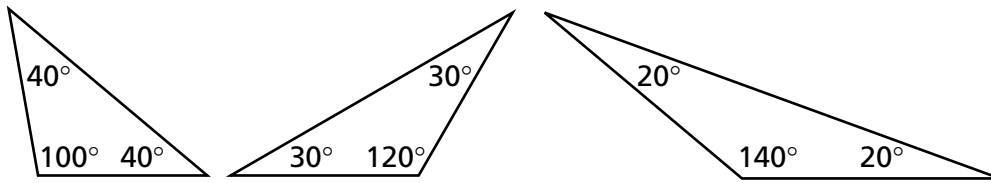
NOTE: The dimensions of the art your printer produces may be slightly different from the original art.

According to Ryan's scale, what is the approximate distance, in kilometers, between Knik Arm and the University?

- ☐ A 2 kilometers
- ☐ B 4 kilometers
- ☐ C 6 kilometers
- ☐ D 8 kilometers

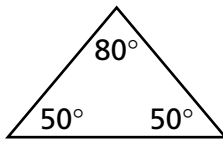


- 7** Carl drew the triangles shown below.

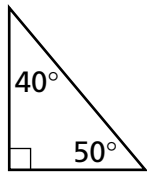


Carl concludes that all isosceles triangles are obtuse. Which of the triangles below proves Carl to be incorrect?

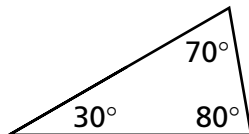
☐ A



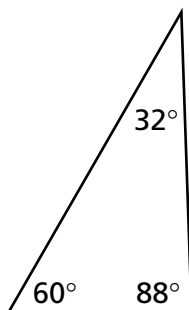
☐ B



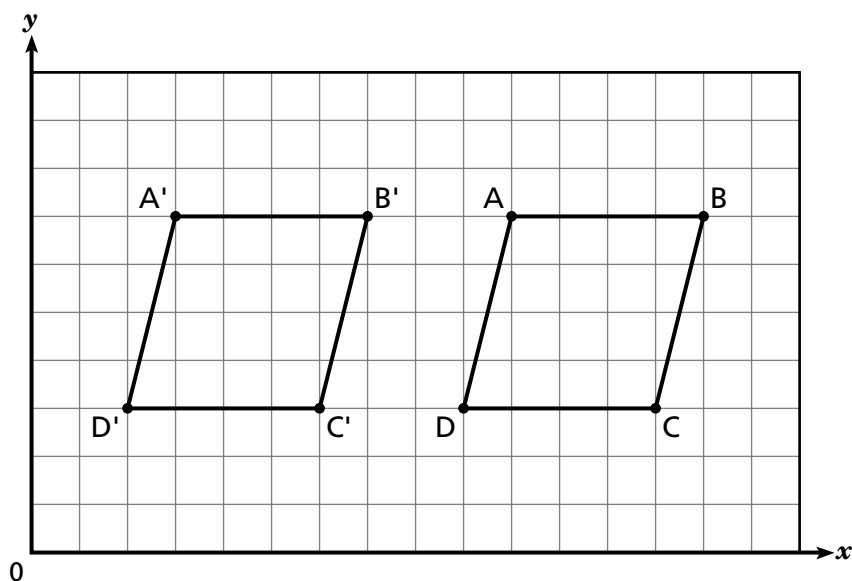
☐ C



☐ D



- 8** Parallelogram ABCD was translated to parallelogram A'B'C'D'.



How many units and in which direction were the x -coordinates of parallelogram ABCD moved?

- ☐ 3 units to the right
- ☐ 3 units to the left
- ☐ 7 units to the right
- ☐ 7 units to the left



- 9** Tracy is going to paint the outside of a box to give as a gift. The box is 3 inches long, 4 inches wide, and 5 inches high. What is the surface area, in square inches, of the box? Show your work and write your answer in the box below.

Answer: _____ square inches

Tracy is going to fill the box with candy. She needs to know how much candy the box will hold. What is the volume, in cubic inches, of the box? Show your work and write your answer in the box below.

Answer: _____ cubic inches

10 The total area of Alaska is 591,000 square miles. Which of the following is 591,000 expressed in scientific notation?

- Ⓐ 591×10^4
- Ⓑ 5.91×10^5
- Ⓒ 59.1×10^5
- Ⓓ 5.91×10^6

11 Lynn ran a marathon in 3 hours, 9 minutes, and 18 seconds. Amy ran the same marathon in 2 hours, 59 minutes, and 11 seconds. How much more time did it take Lynn than Amy?

- Ⓐ 9 minutes and 57 seconds
- Ⓑ 10 minutes and 7 seconds
- Ⓒ 1 hour, 10 minutes, and 3 seconds
- Ⓓ 1 hour, 50 minutes, and 3 seconds

12 Ms. Sanchez has $\frac{2}{3}$ of a quart of oil to divide evenly between 3 snow machines. Which expression can she use to determine the fraction of a quart of oil each snow machine will receive?

- Ⓐ $\frac{2}{3} \times \frac{1}{3}$
- Ⓑ $\frac{2}{3} \div \frac{1}{3}$
- Ⓒ $\frac{2}{3} \times 3$
- Ⓓ $\frac{3}{2} \times 3$

13 Jasmine needs \$30 to buy a sweater. She uses the following plan to save money. The first day she sets aside \$1. The second day Jasmine sets aside \$1.50. The third day she sets aside \$2, and on the fourth day she sets aside \$2.50. If Jasmine continues this pattern, on which day will she have enough money to buy the sweater?

- Ⓐ day 8
- Ⓑ day 9
- Ⓒ day 10
- Ⓓ day 11



- 14** The data below shows how many hours the students in Ms. Morrison’s health class sleep per night.

7, 9, 8, 8, 10, 7, 9, 6, 8, 7, 8, 9, 7, 8, 9

Use this data to complete the frequency table below.

HOURS OF SLEEP PER NIGHT

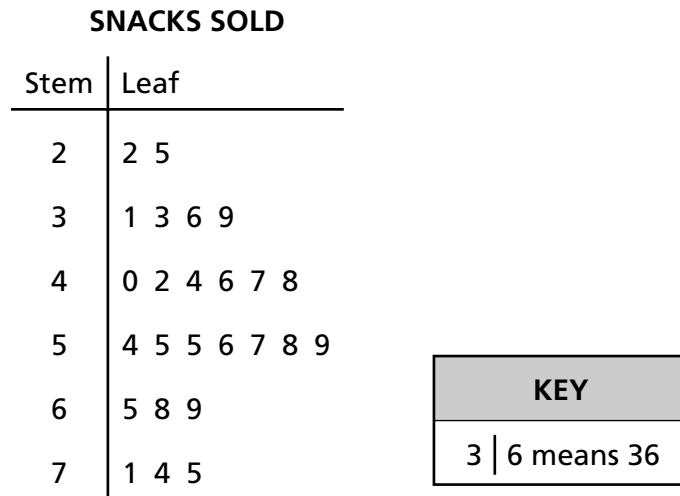
Number of Hours	Tally	Frequency
6	I	1
7	IIII	4

What is the mean number of hours that a student in Ms. Morrison’s health class sleeps per night? Write your answer in the box below.

Answer: _____ hours

15

Mr. Wilson's class participated in a monthly fundraiser by selling snacks. The stem-and-leaf plot below shows the number of snacks each student sold.

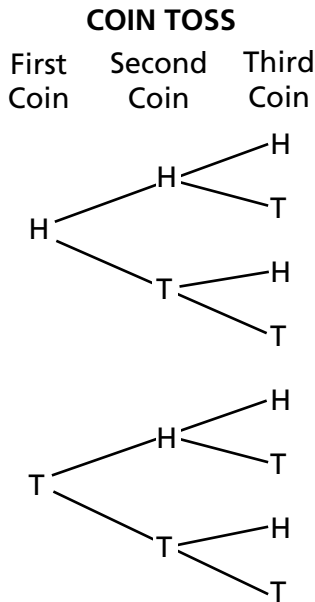


How many students sold *more* than 55 packets of snacks?

- ☐ A 10
- ☐ B 12
- ☐ C 13
- ☐ D 15



- 16** Reggie tosses a coin three times in a row. The tree diagram below shows all possible outcomes, where H represents heads and T represents tails.



What is the probability that Reggie will toss two or *more* heads?

- ☐ A $\frac{1}{8}$
- ☐ B $\frac{3}{8}$
- ☐ C $\frac{4}{8}$
- ☐ D $\frac{7}{8}$

- 17** A factory uses 220,000 gallons of water to produce 2 tons of steel. How many gallons of water are needed to produce 1 pound of steel?

- ☐ A 55 gallons
- ☐ B 110 gallons
- ☐ C 110,000 gallons
- ☐ D 440,000 gallons

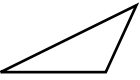
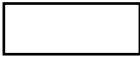
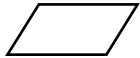



- 18** Donnie wants to enlarge a photograph that measures 3 inches by 5 inches. If both dimensions are doubled, what happens to the *area* of the photograph?

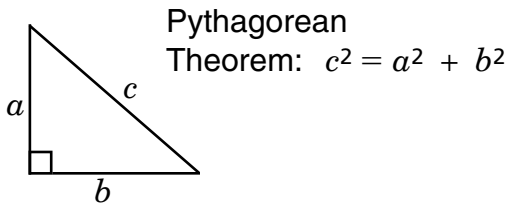
- ☐ A It is doubled.
- ☐ B It is multiplied by 4.
- ☐ C It remains the same.
- ☐ D It is multiplied by 8.



Mathematics Reference Sheet

Alaska Grade 8

		Area	KEY	
	Triangle	$\frac{1}{2}bh$	b = base	w = width
	Rectangle	lw	h = height	d = diameter
	Parallelogram	bh	l = length	r = radius
	Circle	πr^2	Use 3.14 or $\frac{22}{7}$ for π .	
			<i>Circumference</i> = $\pi d = 2\pi r$	
		Volume	Total Surface Area	
	Right Circular Cylinder	$\pi r^2 h$	$2\pi r h + 2\pi r^2$	
	Rectangular Solid	lwh	$2(lw) + 2(hw) + 2(lh)$	



Distance, rate, time formula, where
 d = distance, r = rate, t = time:

$$d = rt$$

Simple Interest = $p r t$
 where p = principal, r = rate, t = time.

Conversions

1 yard = 3 feet = 36 inches
 1 mile = 1,760 yards = 5,280 feet
 1 acre = 43,560 square feet
 1 hour = 60 minutes
 1 minute = 60 seconds

1 liter = 1000 milliliters = 1000 cubic centimeters
 1 meter = 100 centimeters = 1000 millimeters
 1 kilometer = 1000 meters
 1 gram = 1000 milligrams
 1 kilogram = 1000 grams

1 cup = 8 fluid ounces
 1 pint = 2 cups
 1 quart = 2 pints
 1 gallon = 4 quarts

1 pound = 16 ounces
 1 ton = 2,000 pounds



Scoring Guide

Reading page 45

Writing page 49

Mathematics page 59

READING

SCORING GUIDE

KEY FOR MULTIPLE-CHOICE ITEMS:

Sample A. C

1. D
2. A
3. C
4. C
5. D
7. C
8. D
9. A
10. C
11. A
12. A
13. B
14. D
15. C
16. C

READING

SCORING GUIDE

CONSTRUCTED-RESPONSE QUESTIONS:

Sample B

Look at the picture next to the article. Which of the runners pictured is most likely to win a short race? Using information from the article, explain why you chose that runner.

Exemplary Response:

The cheetah is most likely to win a short race.

I chose the cheetah as the winner of the short race because the article says that it runs up to 60 miles per hour on flat ground for short distances.

Score Points: 2 points possible

- 1 point for cheetah
- 1 point for supporting evidence from the article

Item 6

At the end of the story, Jennifer says she had stopped being a friend. Write a paragraph explaining how Jennifer had stopped being a friend and why. Use details from the passage to support your answer.

Exemplary Response:

Jennifer realized that she had been so caught up in her feelings and her own life that she had forgotten to consider what Carmen was going through. She had not paid attention to what Carmen was doing so she was as much to blame. Then she blamed Carmen for their no longer being friends.

Score Points: 2 points possible

- 1 point for the idea that Jennifer had forgotten to consider Carmen's feelings or problems or the changes in Carmen's focus, and blamed Carmen
- 1 point for at least one supporting detail from the story

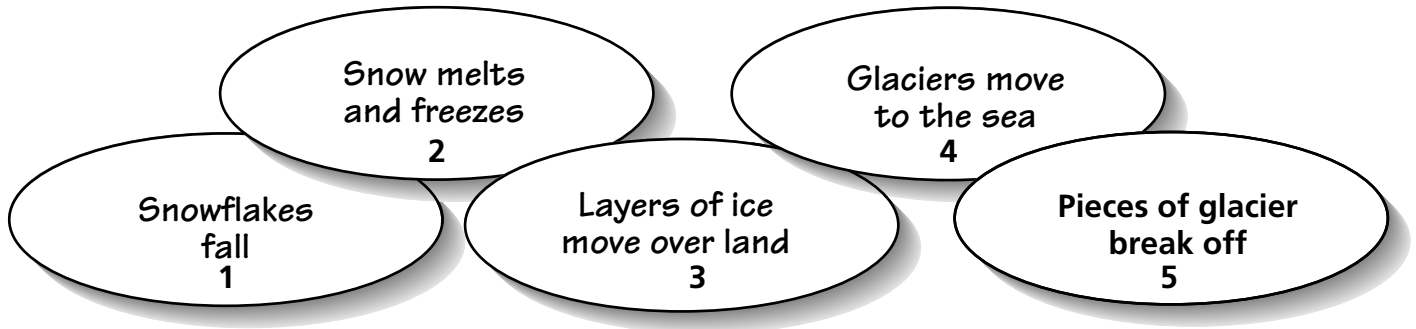
READING

SCORING GUIDE

Item 17

What are the steps in the formation of an iceberg? Fill in the ovals using the phrases in the box below. The last one has been done for you.

Exemplary Response:



Score Points: 4 points possible

- 1 point for each oval filled in correctly

Item 18

Think about the articles “Iceberg Right Ahead!” and “Weather or Not.” Complete the chart by identifying two differences and two similarities between the articles.

Exemplary Response:

“ICEBERG RIGHT AHEAD!” AND “WEATHER OR NOT”

Similarities	Differences
Subject—Both are written about natural phenomena	Tone—“Weather or Not” is humorous and “Iceberg Right Ahead!” is more scholarly
Genre—Both are nonfiction passages	Purpose—“Weather or Not” is written to entertain and “Iceberg Right Ahead!” is written to inform
Theme—Both are about what people can do to live safely and more easily with nature	Content—“Weather or Not” is about sayings and “Iceberg Right Ahead!” is about specific events, tasks

Score Points: 6 points possible

- 1 point for each correct answer

WRITING

SCORING GUIDE

KEY FOR MULTIPLE-CHOICE ITEMS:

Sample A. **C**

Sample B. **D**

1. **C**

2. **B**

3. **D**

4. **D**

5. **A**

8. **A**

9. **C**

10. **B**

11. **D**

12. **D**

13. **A**

14. **B**

16. **B**

17. **C**

18. **A**

WRITING

SCORING GUIDE

CONSTRUCTED-RESPONSE QUESTIONS:

Sample C

Exemplary Response:

In the summer, the days are ~~more longer~~ ^{longer}, so there is time to do things I enjoy. I can ride ~~my bike. And~~ ^{bike and} go swimming. I can also ~~plays~~ ^{play} in the park with my friends.

Score Points: 4 points possible

- 1 point for changing more longer to longer [grammar]
- 1 point for changing bike. to bike [punctuation]
- 1 point for changing And to and [capitalization]
- 1 point for changing plays to play [grammar]

Item 6

Exemplary Response:

The woman I interviewed for my report ~~remind~~ ^{reminded} me of my grandmother in ~~alaska~~ ^{Alaska}. There were ~~Their was~~ ^{was} similarities in age and other physical characteristics. She even talked like my grandmother. She ~~is~~ ^{was} also very kind and offered me chocolate chip cookies, ~~milk~~ ^{milk,} and ice cream. Like my grandmother, she also seemed to enjoy eating.

Score Points: 6 points possible

- 1 point for changing remind to reminded [grammar]
- 1 point for changing alaska to Alaska [capitalization]
- 1 point for changing Their to There [spelling]
- 1 point for changing was to were [grammar]
- 1 point for changing is to was [grammar]
- 1 point for changing milk to milk, [punctuation]

WRITING

SCORING GUIDE

Item 7

Write a letter to your new pen pal in another country. Introduce yourself and explain what your life is like in Alaska. Your pen pal can be in any country you choose.

For this answer, make sure you use complete sentences and check your work for correct spelling, capitalization, and punctuation.

Score Points: 6 points possible

6 points

Ideas and Content

- ideas are fresh, original, and/or insightful
- ideas are based on the writer's knowledge and/or experience
- details are relevant, telling, and contribute to the whole
- content goes beyond the obvious or predictable
- topic makes a point or tells a story

Organization

- sequencing of ideas and details is logical and effective
- introduction is inviting—draws in the reader
- conclusion is satisfying—leaves reader with a sense of resolution
- transitions are thoughtful; clearly show how ideas connect
- organization flows smoothly, seems effortless

Voice

- language is highly individual
- reader senses the person behind the words; feels an interaction with the writer
- tone gives the writing flavor, adds interest
- language is appropriate for purpose and audience
- narrative writing seems honest, appealing, heartfelt
- expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more

Word Choice

- words are specific, accurate, striking
- language is natural, not overdone
- verbs are lively
- nouns and modifiers are precise
- clichés and jargon are used sparingly and only for effect

Sentence Fluency

- sentence construction makes meaning clear
- sentences are purposeful and build upon each other
- the writing has cadence; the writer has thought about sound as well as meaning
- sentences vary in length and structure
- fragments are used only for style or effect
- dialogue, if used, sounds natural

Conventions

- paragraphing reinforces the organizational structure
- grammar and usage are correct (few, if any, errors) and contribute to clarity and style
- punctuation is accurate (few, if any, errors) and guides the reader through the text
- spelling is generally correct, even of more difficult words
- the writer may manipulate conventions for stylistic effect

WRITING

SCORING GUIDE

5 points

Ideas and Content

- ideas are based on the writer's knowledge and/or experience
- details are relevant, telling, and contribute to the whole
- topic makes a point or tells a story
- some ideas are fresh and original

Organization

- sequencing of ideas and details is logical and effective
- introduction is inviting—draws in the reader
- conclusion is satisfying—leaves reader with a sense of resolution
- transitions are thoughtful; clearly show how ideas connect
- organization usually flows smoothly

Voice

- reader senses the person behind the words
- there are occasional moments that surprise, amuse, or move the reader
- tone gives the writing flavor, adds interest
- language is appropriate for purpose and audience
- narrative writing seems honest, appealing, heartfelt
- expository or persuasive writing reflects a strong commitment to the topic

Word Choice

- words are specific and accurate
- lively verbs and picturesque words and phrases are occasionally used
- language is natural, not overdone
- verbs are lively
- nouns and modifiers are precise
- clichés and jargon are used sparingly and only for effect

Sentence Fluency

- sentence construction makes meaning clear
- sentences are purposeful and build upon each other
- sentences vary in length and structure
- fragments are used only for style or effect
- dialogue, if used, sounds natural

Conventions

- paragraphing reinforces the organizational structure
- grammar and usage are correct (few, if any, errors) and contribute to clarity and style
- punctuation is accurate (few, if any, errors)
- spelling is generally correct, even of more difficult words

WRITING

SCORING GUIDE

4 points

Ideas and Content

- topic and direction are evident, but more information is needed to “fill in the blanks”
- ideas draw on knowledge and/or experience but may not move beyond general observations to specifics
- details are reasonably clear but may not be detailed, personalized, or expanded
- supporting details are present but may not “flesh out” the main point or story line
- original ideas may be blended with ones that are more obvious or predictable

Organization

- sequencing is usually logical but may be predictable or distracting
- introduction is recognizable but may not create a strong sense of anticipation
- conclusion is recognizable but may not tie up all loose ends
- transitions often work well but some connections between ideas may be unclear
- pacing is fairly well controlled but there may be some lapses (e.g., moving ahead too quickly or spending too much time on less important details)
- organization mostly supports the main point or story line, with occasional lapses

Voice

- writing communicates in an earnest, pleasing manner
- voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language
- writing hides as much of the writer as it reveals

- writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities

Word Choice

- words are mostly correct and adequate but may lack flair and color
- familiar words and phrases communicate
- attempts at colorful language are made but some may be overdone
- clichés and jargon may be used occasionally in place of fresh language

Sentence Fluency

- sentences are grammatical and hang together
- some variation in sentence length and structure; sentence beginnings are not all alike
- some transitions between sentences are missing or hidden
- parts may be stiff, awkward, choppy, or gangly
- dialogue, if used, sounds stiff at times

Conventions

- paragraphing is attempted but some paragraphs run together or begin in the wrong place
- problems with grammar or usage are not serious enough to impede or distort meaning
- terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect
- spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication

WRITING

SCORING GUIDE

3 points

Ideas and Content

- topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic
- ideas may not draw on knowledge and/or experience; may be general observations
- details are reasonably clear but may not be detailed, personalized, or expanded
- supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it
- original ideas are rare or absent

Organization

- sequencing is usually logical but there may be lapses or digressions
- there may be an attempt to write an introduction or conclusion but it may not be clearly recognizable as such; a conclusion, in particular, may be absent
- transitions may be attempted but not work well; connections between ideas may be unclear
- there are frequent lapses in pacing
- there is an attempt at organization but it may depart from supporting the main point or story line

Voice

- writing communicates but without much style or interest
- writing hides the writer; the reader has little or no sense of the writer behind the words
- writer shows some awareness of audience and/or purpose but is inconsistent
- writer speaks in a monotone

Word Choice

- words are mostly correct and adequate with some lapses
- familiar words and phrases communicate with some lapses
- attempts at colorful language are rare or absent
- clichés and jargon may be used as a crutch

Sentence Fluency

- sentences are usually grammatical and hang together with some lapses
- little variation in sentence length and structure; most sentence beginnings are alike
- many transitions between sentences are missing or hidden
- fragments may be present
- dialogue, if used, sounds stiff and unnatural

Conventions

- paragraphing is attempted but many paragraphs run together or begin in the wrong place
- problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall
- terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances
- spelling errors may impede or distort meaning in some instances but not overall

WRITING

SCORING GUIDE

2 points

Ideas and Content

- topic and direction are not evident; the writer has not defined the topic in a meaningful, personal way
- information is very limited or unclear
- text may be repetitious or read like a collection of disconnected, random thoughts
- the writer does not distinguish the main ideas or critical points from the supporting details or less critical points

Organization

- sequencing needs work
- there is no real lead or introduction to set up what follows
- conclusion is missing or does not wrap things up
- transitions seldom work well, with many connections between ideas unclear
- pacing feels awkward; the writer slows to a crawl when the reader wants to move on, and vice versa
- problems with organization make it hard for the reader to get a grip on the main point or story line

Voice

- it is hard to sense the writer behind the words
- the writer does not seem to reach out to an audience or to anticipate the reader's interests or questions
- writing may communicate on a functional level but does not move or involve the reader
- writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader

Word Choice

- language is so vague and general that only the most general message comes through (e.g., It was a fun time. We did lots of neat stuff.)
- persistent redundancy distracts the reader
- words are often used incorrectly, making the message hard to decipher
- clichés and jargon frequently serve as a crutch
- problems with language leave the reader wondering what the writer is trying to say

Sentence Fluency

- sentences are choppy, incomplete, rambling, or awkward; there may be many fragments
- phrasing does not sound natural; the reader must sometimes reread to get the meaning
- many sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern
- transitions between sentences are missing or hidden, or endless connectives create a massive jumble of language in which clear beginnings and endings are lost

Conventions

- paragraphing is missing, irregular, or so frequent (e.g., every sentence) that it has no relationship to the organizational structure of the text
- errors in grammar or usage are very noticeable and may affect meaning
- punctuation is often missing or incorrect
- spelling errors are frequent, even of common words
- the reader must read once to decode, then again for meaning

WRITING

SCORING GUIDE

1 point

Ideas and Content

- topic and direction are missing
- information is very limited or unclear
- text may be repetitious, or may read like a collection of disconnected, random thoughts

Organization

- sequencing is absent
- there is no introduction or conclusion
- transitions are absent
- organization is absent; writing may be a brief list

Voice

- the writer seems unaware of an audience or reader; writing seems “painful” to the writer
- writing may not communicate on a functional level
- writer seems uncomfortable with the topic

Word Choice

- language is so vague, inaccurate, and/or general that even the most general message does not come through
- words are frequently used incorrectly, making the message hard to decipher
- problems with language leave the reader unable to understand what the writer is trying to say most of the time

Sentence Fluency

- sentences are choppy, incomplete, rambling, or awkward; there may be many fragments
- the reader must frequently pause or reread
- sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern

Conventions

- paragraphing is missing, irregular, or so frequent that it has no relationship to the organizational structure of the text
- errors in grammar or usage are frequent and impede meaning
- punctuation is often missing or incorrect
- spelling errors are frequent and impede meaning
- the reader may be unable to decode the writing

WRITING

SCORING GUIDE

Item 15

Tell about one person who has made a difference in your life. Explain how and why this person has made a difference to you.

For this answer, make sure you use complete sentences and check your work for correct spelling, capitalization, and punctuation.

4 points

- the writer defines and stays on topic
- supporting details are relevant, develop the topic, and provide important information
- ideas and/or details are explicitly connected to the topic
- topic is developed in a logical, organized, sequential way
- words are accurate, specific, and appropriate for the purpose and audience
- colorful or figurative language may be attempted
- there is a variety of sentence structures
- sentences are purposeful, with clear transitions
- sentence structures are correct (few, if any, errors)
- grammar and usage are correct (few, if any, errors)
- punctuation and capitalization are correct (few, if any, errors)
- spelling is generally correct, even on more difficult words (few, if any, errors)

3 points

- writer defines and stays on topic but does not fully develop it
- supporting details are relevant but may be limited, overly general, or less important; main idea may not be clearly delineated from the details
- writer attempts to develop the topic in a logical, organized, sequential way but may falter
- ideas and/or details are connected with the topic implicitly rather than explicitly
- words are mostly accurate, specific, and appropriate for the purpose and audience
- sentence structures are simple but accurate
- there may be an attempt to vary sentence structures
- transitions between some sentences may be missing or unclear
- grammar and usage are mostly correct and errors do not impede meaning
- punctuation and capitalization are mostly correct and errors do not impede meaning
- spelling errors are limited to more difficult words and do not impede meaning

WRITING

SCORING GUIDE

2 points

- topic may be defined but not developed, or writing may be a collection of ideas from which no central topic emerges, or topic may be defined, but writer digresses from it
- supporting details are minimal or many are irrelevant
- main idea is not clearly delineated from the details
- writer does not attempt to develop the topic in a logical, organized, sequential way; writing may be a list rather than a developed paragraph
- ideas and/or details are not connected with the topic, even implicitly
- some words are not accurate, specific, or appropriate for the purpose and audience
- sentences may be choppy or repetitive; there may be some sentence fragments
- there is no attempt to vary sentence structures
- transitions between sentences are missing or unclear
- errors in grammar and usage may impede meaning in some instances
- errors in punctuation and capitalization may impede meaning in some instances
- spelling errors in common words may be present and may impede meaning in some instances

1 point

- topic, idea, or story line is not defined
- supporting details are absent or irrelevant
- there is no evidence of organization; writing may be a brief list
- many words are not accurate, specific, or appropriate for the purpose and audience
- sentences are simple, repetitive; there may be many fragments
- errors in grammar and usage may severely impede meaning
- errors in punctuation and capitalization may severely impede meaning
- spelling errors are numerous and may severely impede meaning

KEY FOR MULTIPLE-CHOICE ITEMS:

Sample A. **C**

Sample B. **A**

1. **C**
2. **B**
3. **D**
4. **C**
6. **B**
7. **A**
8. **D**
10. **B**
11. **B**
12. **A**
13. **C**
15. **A**
16. **C**
17. **A**
18. **B**

CONSTRUCTED-RESPONSE QUESTIONS:

Item Sample C

Complete and Correct Response

Explanation equivalent to the following statements:

- The length of line CD should be 5 centimeters.

AND

- The measure of angle D should be 118°

NOTE: Allow ± 0.5 cm for the length measurement and $\pm 2^\circ$ for the angle measurement.

2 Score Points

- 1 point for each correct statement

Item 5

Complete and Correct Response

- 31 tickets

AND

- $5n + 1$

OR

- The number of tickets sold is equal to 5 times the number of days (n) that tickets have been sold plus 1.

NOTE: Other variables may be used.

OR

- Other valid rule

2 Score Points

- 1 point for correct answer of 31 tickets sold on sixth day
- 1 point for correct rule

Item 9

Complete and Correct Response

- $2 \times 4 \times 3 + 2 \times 5 \times 4 + 2 \times 3 \times 5$
 $24 + 40 + 30$

OR

- Other valid process

AND

- 94 square inches

AND

- $3 \times 4 \times 5$

OR

- Other valid process

AND

- 60 cubic inches

4 Score Points

- 1 point for correct process of finding surface area
- 1 point for correct answer of surface area
- 1 point for correct process of finding volume
- 1 point for correct answer of volume

Item 14

Complete and Correct Response

- **HOURS OF SLEEP PER NIGHT**

Number of Hours	Tally	Frequency
6	I	1
7	IIII	4
8	IIII	5
9	IIII	4
10	I	1

AND

- 8 hours

2 Score Points

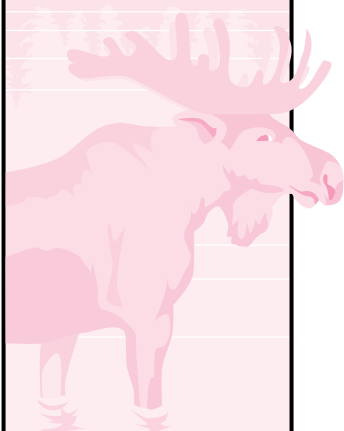
- 1 point for correct frequency table
- 1 point for correct answer of mean



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